DOCUMENT RESUME

ED 340 930 CE 060 180

TITLE	CATALPA Forum Report (Sydney, Australia, October 8-9, 1990).
INSTITUTION	Coordinating Agency for Training Adult Literacy Personnel in Australia.
SPONS AGENCY	Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE	Oct 90
NOTE	65p.
PUB TYPE	Collected Works - Conference Proceedings (021) -- Reports - Descriptive (141) -- Reports - Research/Technical (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Accreditation (Institutions); *Adult Basic Education; *Adult Literacy; English (Second Language); Foreign Countries; Illiteracy; *Inplant Programs; Professional Development; *Teacher Certification; Teacher Education; Trainers; Training Methods
IDENTIFIERS	*Australia; *Workplace Literacy

ABSTRACT

This report presents papers and summaries of workshops from a forum on adult literacy training hosted by the Coordinating Agency for Training Adult Literacy Personnel in Australia (CATALPA). An explanation of the nature and aims of the CATALPA project, a brief foreword, and a copy of the forum program are provided, followed by papers presented by invited speakers. "Staff Training and Workplace Basic Education" (Peter O'Connor) emphasizes the need for high quality training and draws attention to such considerations as specialist training in adult literacy, English language, cultural awareness, and industrial issues. "Accreditation" (Geoff Hawke) describes changes being introduced as a result of award restructuring and draws attention to the role that adult basic educators could play in influencing criteria by which accreditation is determined. "Providing Professional Support to and Adult TESOL (Teachers of English to Speakers of Other Languages) System" (Judy Colman) details an experience with initiating in-house professional development. It highlights the need for extensive negotiation, discusses problems, and emphasizes the role of curriculum support in improving the quality of program delivery. "Towards a Comprehensive, Collaborative Adult Literacy Training Program" (Mike Dilena) discusses models of training from the standpoint of commitment to professional development. Three papers prepared as background reading follow: "A Vision of a Joint Adult Literacy Venture" (Mike Dilena); "Perspectives on Staff Development" (Audrey Grant); and "Tutor Development and Support in the Workplace Basic Education Project" (Rex Ennis). Summaries of three workshops, which including focus issues and recommendations for CATALPA, are provided. The workshops were: Models of Training, Accreditation, and Adult Literacy in the Workplace. The final summing up describes some indicators of where CATALPA should focus its activity. A list of participants concludes the report. (YLB)

CATALPA

Forum Report

8 & 9 October 1990

CATALPA

Coordinating Agency
for Training Adult
Literacy Personnel in
Australia

Faculty of Adult Education
University of Technology
PO Box 123
BROADWAY NSW 2007

School of Education
La Trobe University
BUNDOORA VIC 3083

CONTENTS

Foreword	1
Forum Program	3
Staff Training and Workplace Basic Education: Peter O'Connor	5
Accreditation: Geoff Hawke	9
Issues arising from Geoff Hawke's presentation	13
Providing Professional Support to an Adult TESOL System: Judy Colman	15
Issues arising from Judy Colman's presentation	23
Towards a Comprehensive, Collaborative Adult Literacy Training Program: Mike Dilena	27
"A Vision of a Joint Adult Literacy Venture": Mike Dilena	31
Perspectives on Staff Development: Audrey Grant	35
Tutor Development and Support in the Workplace Basic Education Project: Rex Ennis	39
Models of Training Workshop Reports	45
Adult Literacy in the Workplace	51
Summing up - What is Catalpa's Role?	53
List of Participants	57

What is CATALPA?

CATALPA, the Coordinating Agency for Training Adult Literacy Personnel in Australia, is a project funded by the Department of Employment, Education and Training through the International Literacy Year Secretariat.

CATALPA is a joint project of the University of Technology, Sydney, and La Trobe University, Melbourne, with a team of workers in each place. Mike Baynham, one of the session leaders at the Summer School, is a member of the Sydney team. The La Trobe members are Dr Audrey Grant, Director, and Beverly Campbell and Aileen Treloar, Project Officers. In Sydney Mike Baynham and Rosie Wickert share the role of Director.

Three objectives and areas of work for the CATALPA Project in 1990-1991 can be drawn together as follows-

- to give professional development a central role in the adult literacy/basic education/continuing education filed. This is crucial during ILY, a year of unprecedented publicity about and demand for adult literacy provision. Expansion in provision must be supported by professional inservice provision.

- to promote the contribution of tertiary teacher training institutions to ensure greater quality of professional training, research, curriculum and materials development in adult literacy. this entails a two-way educative task: to challenge tertiary institutions to take on a new role in higher education, where traditionally teacher training has been interpreted as catering for the school years; and to convince a practitioner-driven field that the professional route of in-service provision, teacher accreditation, further studies or participation in action research and evaluation can productively serve their needs. (one means of resolution we are pursuing, for example, is to develop, document and model in our own institutions the kinds of tertiary professional development courses that can best service and engage practitioners by building on the knowledge that come from practice, form reflection-in-action, from bringing critical theory and research to bear on practice and using the documentation of practice to reassess theory.)

- to encourage co-operation and co-ordination across institutions and agencies conducting such courses, e.g. through an established network of providers; to liaise with and make recommendations about professional policy development to national government bodies, state education systems, institutes, industry, community and the literacy field; and to link particularly through the UNESCO APPEAL network to adult literacy teacher training internationally. The October Forum at UTS, the Summer Schools at La Trobe, and the CATALPA Bulletin are proving important means to achieving this goal.

Detailed Project Progress Reports to the ILY Secretariat during 1990 have summarised substantial work towards achieving these goals.

FOREWORD

On the 8 and 9 October, 1990, CATALPA (UTS) hosted a Forum on Adult Literacy Training. People from every state in Australia attended this Forum, as did educators from almost all of the tertiary institutions involved in Adult Literacy and Numeracy, to express and exchange views on current priorities in the field. In addition there were representatives from many institutions around Australia that provide Adult Literacy, enabling contact between providers of training at several levels.

The organisers have produced this report in response to requests from those attending the Forum, many who were unable to attend, and our own desire to document this event. In addition to copies of papers circulated prior to, or at, the Forum, there are summaries of the workshops on the three strands around which the Forum was focussed. These were: Models of Training; Accreditation: and The Training Implications of Literacy and Basic Education in the Workplace.

The structure of the Forum ensured that most of the time was devoted to the objective of identifying the major issues and stimulating suggestions for further action to address those issues. However, participants were fortunate to be able to have the input of a range of stimulating speakers on the first day to inform them about the topics in question and generate productive debate for the rest of the Forum.

The first speaker was Peter O'Connor, Coordinator of the Workplace Basic Education Skills Resource Project of the NSW Adult Literacy Council, who emphasised the need for high quality training for Workplace Basic Education.and drew attention to several factors that should be considered in that training. These ranged from specialist training, not only in Adult Literacy and English language but cultural awareness and industrial issues, to ensuring that workbased teachers' own conditions of employment are reasonable and appropriate. This highlights the importance of ensuring that people involved in Workplace Basic Education are themselves as critically aware of workplace issues as the people they will be employed to train.

The next speaker was Geoff Hawke, Head of the NSW TAFE Industry Restructuring Taskforce. He described the huge changes that are currently being introduced as a result of award restructuring and drew attention to the role that adult basic educators could play in influencing the criteria against which accreditation of both courses and providers is determined. This is an interesting issue in view of the lack of homogeneity in the field of Adult Literacy/Basic Education (even in terminology) and the need to coordinate our actions on this score.

Models of Training talks were given by two speakers, Dr Mike Dilena, Principal Lecturer at the South Australia College of Advanced Education and Judy Coleman, Assistant Director, Curriculum Support, AMES NSW.

Ms Coleman spoke about her experience with initiating in-house professional development. She highlighted the need for extensive negotiation and was forthright about the kinds of problems which may be encountered in setting up professional development programs. She emphasised the crucial role of curriculum support in improving the quality of program delivery.This advice was invaluable for those considering how to initiate such developments in the field of Adult Literacy and Basic Education.

Dr Dilena spoke about models of training from the firm standpoint of commitment to professional development. His opening remarks made it clear that his vision is of Adult Literacy teachers who are trained professionals, with qualifications accredited through tertiary institutions. He continued by describing the Literacy and Learning in the Middle Years (LLIMY) project. As in Ms Coleman's talk, we were exposed to information about professional development in a different, but related, field which provided valuable insights into the paths and pitfalls to likely be encountered by ABE.

What follows in this report of the Forum is:

- an outline of the Forum program
- the papers presented by the invited speakers
- additional papers prepared for the Forum as background reading
- summaries of workshop deliverations
- some indicators of where CATALPA should focus its activity.

Readers will note an inconsistent use of terminology throughout the report. This is a deliberate reflection of the way terms are used by the field, and a true record of the Forum. Note there is a recommendation to develop consistent use of terminology.

Monday 8 October

Day 1

9.30 *Arrival and Coffee*

10.00 - 10.30 **Introduction to CATALPA**

Introductions: Mike Baynham

Speakers: Audrey Grant
Rosie Wickert

10.30 - 11.30 **The Training Implications of Literacy and Basic Education in the Workplace**

This will be a short talk followed by an open discussion.

Speaker: Peter O'Connor, Coordinator of the Workplace Literacy and Basic Education Resource Project of the NSW Adult Literacy Council.

Facilitator: Marie Persson

Recorder: Mike Baynham

11.30 - 11.50 *Coffee*

11.50 - 1.00 **Accreditation: how to ensure quality training for Adult Literacy personnel**

11.50 - 12.10 Talk: Geoff Hawke.
12.10 - 12.30 Small group discussions/ brainstorming sessions.
12.30 - 1.00 Report back.

Speaker: Geoff Hawke, Head, NSW TAFE Industry Restructuring Taskforce.

Facilitator: Hermine Scheeres

Recorder: Beverley Campbell

Group leaders: Geoff Hawke
Hermine Scheerers
Rosie Wickert

1.00 - 2..30 **'SAY YOUR PIECE' Lunch**

This lunchtime will be a chance for you to raise particular issues or concerns that are not being formally addressed in Forum talks/workshops. Speakers will have 10 minutes to talk about any issue.
Please let Mari know in advance if you want to talk at the lunch.

2.30 - 3.30 **Models of training**

Mike Dilena will talk about a proposal for a multi-level modular training package which is being produced in South Australia.

Judy Coleman will discuss professional development strategies that have been applied within AMES, NSW.

There will be question time.

Speakers: Mike Dilena, lecturer, South Australia College of Advanced Education
Judy Coleman, Assistant Director, Curriculum Support, AMES NSW.

Facilitator: Mike Baynham

Recorder: Aileen Treloar

3.30 - 3.45 *Tea break*

3.45 - 5.00 **Workshop 1**
Suggested theme: Key Issues

Workshops on the three strands will run concurrently.

Please sign up for the workshop of your choice as early as possible.

Accreditation

Models of training

Workplace

5.00 - 5.30 *Free time*

5.30 - 6.30 Drinks The acting Dean, Associate Professor Keith Foster, has extended an invitation to Forum participants to join him for drinks in the Staff Room.

7.00 Dinner Dinner at the Malaya restaurant.

Tuesday 9 October

Day 2

9.00 - 9.30 **Brief Reports from workshop 1**
Facilitator: Beverley Campbell
Recorder: Aileen Treloar

9.30 - 11.00 **Workshop 2**
Suggested theme: Professional development

The three workshop groups will explore the relationship between their workshop strand and professional development.

11.00 - 11.20 *Coffee*

11.20 - 12.20 Workshop 3
Suggested theme: Targetting particular groups

In this session the workshop groups will consider the implications of their strand for training particular groups. The groups could include: people without formal qualifications; people living in isolated areas; people working in prisons or people with specific language or cultural needs.

12.20 - 12.50 Interrelationships between strands - reporting back from the workshops

A nominee from each workshop will report back to the whole Forum. Each group should use this session as an opportunity to signify issues arising within each strand that have implications for the other workshop groups.

Facilitator: Rosie Wickert

Recorder: Beverley Campbell

12.50 - 2.00 Lunch

2.30 - 3.30 Workshop 4
The role of CATALPA

Final workshop sessions to determine plans of action for the field and the role of CATALPA in facilitating these actions.

3.30 - 4.00 Recommendations and response

Recommendations to CATALPA for further action and responses from Audrey Grant and Mike Baynham.

Recorder: Aileen Treloar

4.15 - 5.30 Steering Committee 'get-together'. (Room D302)

FORUM DINNER

7.00 8 October 1990

MALAYA Restaurant
761 George Street, Sydney 2000

A Chinese and Malaysian Banquet

$ 20 per head, including drinks (to be paid to Mari on, or before 10.00 on 8 October if you are coming. If you have any special requirements eg. vegetarian, please let us know in advance.

Mari Rhydwen or Bernadette Long
Phone (02) 217 9999/9913
Fax (02) 217 9911

CATALPA
Coordinating Agency for Training Adult Literacy Personnel in Australia

A joint project with LaTrobe University, funded by the Australian Government's International Literacy Year program

UTS
UNIVERSITY OF TECHNOLOGY SYDNEY

Postal address
PO Box 123
Broadway NSW 2007
Australia
Tel (02) 20 930
Fax (02) 281 2498

PROGRAM

Forum on Adult Literacy Training 8 - 9 October 1990

STAFF TRAINING AND WORKPLACE BASIC EDUCATION *

Peter O'Connor: Co-ordinator NSW Adult Literacy Council Workplace Basic Education Resource Project.

The Canadian writer, Lorne Rachlis (1990), has remarked that "Adult Basic Education programs are the orphans of education institutions. The head office may not even know how they got started, it keeps them undernourished, and usually tolerates their existence." (p.399). This statement takes on particular relevance when applied to training, resource and curriculum support in the evolving area of workplace basic education in NSW. The question of what expertise, formal qualifications and experience are necessary to run effective workplace basic education programs has been largely ignored to date. There exists a certain irony about a situation where those engaged in the provision of education services are not providing necessary training to their own staff, akin to the motor mechanic with the broken down car.

This would not be such a pressing problem if education institutions were not making demands of their staff to develop and implement workplace programs, and if these activities were not taking place at present. Further, as the demand for workplace basic education and related services increases and the available resources do not, much of the responsibility for these programs will rest with inexperienced and/or part-time teachers. There is considerable attention being focussed on the possible opportunities and returns to be reaped from this area of activity, with little attention being paid to the processes and preparations needed to realise these ends.

Need for 'Qualified' Staff

An indication of the types of training which may be needed for the promotion, planning and implementation of workplace basic education programs can be gleened from some of the more common activities involved and the set of often quite specialised skills which attach to these activities. The Training Agency in Britain has stated that "The selection of suitable staff for literacy and numeracy work... is essential for quality of provision. However, it is recognised that recruitment of such staff may be difficult, and that it may be necessary to give specialist training to non-specialists to help them acquire the necessary skills." (p.27). The policy of the Training Agency goes on to list a combination of non-certificated qualifications, formal qualifications, experience and personal attributes which it views as essential for staff working in occupational education. These and the range of training available to staff to meet these needs are too lengthy to describe here.

---

* This paper was originally submitted for and appears in CATALPA Bulletin 2

Some of these attributes are generally summarised by the Canadian Ministry of Skills Development when it advises employers that "...it is crucial that you insist on proper training in the teaching of adults. In addition, you should expect training or experience in the teaching of the specific skill area in question such as literacy, numeracy or computer skills..... Ideally, the trainer should have experience with workplace education and be capable of developing or adapting materials to the workplace situation." (How to Set Up Literacy and Basic Skills Training in the Workplace, p.13).

What Skills Are Required

Listed below are some of the broad tasks involved in workplace basic education and some of the general skills required to perform these tasks as a means of highlighting some current deficiencies and to signal developments which may need to occur if workplace basic education is to proceed at a high standard and within a sound framework. These are not exhaustive but merely intended as a guide.

- **Promotion and Marketing** of workplace basic education services

network and establish working links with the community, industry, unions and other educators and trainers; develop and distribute promotional materials; liaise with a wide range of individuals and organisations; deliver effective presentations; knowledge of past and present programs and a range of options available; conduct market research and process qualitative and quantitative data.

- **Negotiating Planning and Delivery of Programs**

grasp of general industrial relations information and processes; a knowledge and understanding of the perceptions, needs and agendas of the main participants; negotiation and conciliation skills; present and future requirements of major participants; knowledge of what services are available and the conditions under which they are offered; detailed understanding of the education provider's policies and objectives, and what its 'bottom line' is in the negotiations.

- **Conduct Skills Audits (including literacy and numeracy audits) and Needs Assessments**

ability to develop, design and administer tools to conduct these assessments in particular workplaces; methodologies in using a combination of assessment formats; interview techniques; awareness of relevant skills and work practices; understanding of the product and processes of the organisation; expertise in observation and recording task components; assessment and analysis of the same information and to translate findings into proposals for program design and delivery.

• **Program Design**

ability to anticipate variables going to timing, duration and realistic outcomes of programs; determining quantity and frequency of classes; methods to inform and recruit students; assess teaching and resource requirements; administration, including program budget and finances, staffing, documentation and reporting mechanisms; suitable venue and equipment for classes.

• **Curriculum Development and Course Content**

be able to identify specific needs of students, employers, unions and other educators in particular workplace settings and develop curricula to meet those needs; discern between those problems which have educational solutions and those requiring other responses; awareness of other services for referral of range of educational and non-educational problems; design and use materials from the workplace which is of direct relevance to students in their jobs; gain knowledge or technical expertise as to which materials are most relevant, and what the technical content of those materials means; modify or adapt workplace materials or simulate tasks and activities to suit specific course requirements; ability to modify or abandon materials and methods as needs demand; application of 'standard' or non-workplace teaching materials and methods and customised materials in required balance to needs; ability to integrate general basic skills requirements with specific occupational needs and training.

• **Teaching Methods**

expertise in teaching adults; familiarity with the workplace and its activities and customs; ability to communicate with workers and adjust to varying teaching environments; work in team teaching, peer teaching or support role with other educators or technical experts; be able to deliver integrated basic skills education; assist students with learning strategies; encourage active input and participation in course design and content, including critical feedback; expertise in continous assessment of individual needs and methods in evaluating course objectives; effectively use non-standard materials; flexibility and competence to change content or emphasis in response to changed needs or worker feedback; evaluate and analyse outcomes and propose future developments based on this information.

From this superficial list of the more common activities we can at least discern 3 or 4 discrete specialised occupational areas requiring their own training. Many of these separate areas of activity are acknowledged in the staffing practices of organisations like the U.K. Training Agency which employs organisers and managers, occupational skills trainers, reviewers and placement officers, work placement supervisors, administrators, and specialist tutors, or the work of the Victorian Workplace Basic Education

Project which is divided between co-ordinators, education officers, administrative staff and specialist tutors. It is unreasonable and unrealistic, as is the present situation, to expect even the most experienced adult educator to possésss the full complement of skills required of all aspects of workplace basic education. If these skills requirements are carried over to related areas of consultancy, comprehensive auditing, needs assessment, program design, redesigning workplace signs, manuals and current technical training practices, and training workplace trainers, then the problem is simply amplified.

There are a number of implications flowing from this situation. Unless appropriate training is provided (pre-. and in-service), regular constructive staff evaluation and support, backed up by quality research and reliable data and clear policy directives, adult educators will be severely restricted in their contribution to workplace basic education, and will be tempted to methods and resources which they know and feel comfortable with, many of which will be inappropriate to the new setting. Education institutions need to urgently conduct skills audits of their own staff to determine existing and future skills requirements. Some adult educators obviously possess some of these skills. These should be acknowledged and developed, others do not, and these deficiencies should be addressed through the provision of training before allocating the tasks.

Standard practice and policy directives must be developed to meet the training requirements of staff within organisations, common resources will need to be developed and provided, and funds will need to be allocated to these activities. At a broader level some of these issues will need to be addressed through standard qualifications and criteria, and accreditation mechanisms and regulations which apply to all workplace basic education providers. The present approaches of avoiding the issue and throwing teachers in at the deep end, or assuming that a good adult education teacher is qualified for all contingencies, is unacceptable and should be replaced with a commitment to provide all necessary resources and support to ensure that workplace basic education is conducted to the highest possible standards.

August, 1990

References

1. Lorne Rachlis (1990) ; **Administration of Adult Basic Education Programs**, in Literacy Perspectives, Culture Concepts, Ontario, Canada

2. Training Agency (1989) ; **Literacy and Numeracy : A Guide to Good Practice**, Sheffield, England.

3. Ministry of Skills Development (1990) ; **How To Set Up Literacy and Basic Skills Training In The Workplace**, Ontario, Canada.

Accreditation

Geoff Hawke, (Head, N.S.W. TAFE Industry Restructuring Taskforce)

Paper presented at the CATALPA Forum, U.T.S., 8 October, 1990

What is accreditation?
What is happening around the country? It is currently in a mess and likely to get worse.

Accreditation is : recognition of a course
: recognition of a provider - registration
: a mixture of these.

Accreditation may be by
: Central government body.
: Industry/or professional body
(some programs are recognized by both of these sorts of bodies, e.g. accountants, doctors, lawyers in the professional area, and a body which accredits all private business colleges).
: This is a consortium of all the business colleges which handle their own recognition and accredition processes.
: Self (higher education sector, all universities and institutions are self accredition). They take total responsibility for accredition of their programs.
: The largest bulk of programs that are offered where people receive some form of training are not accredited in any sense at all.
This pattern is changing and it is in the context of changes which are occurring right across the education and training spectrum.

Some of the changes which have taken place in recent times and some of the new players are going to be very significant in the future.

Most important development which will affect adult literacy and basic education is the meeting which took place last April between Ministers of Education and Labour from all states and the Commonwealth in Canberra, called by John Dawkins; first National Ministerial Meeting to focus on workplace education, vocational education and training issues. The product of that meeting was called the Memorandum of Understanding. An agreement between all of those ministers and effectively between the state and the Federal governments sets out quite substantial change in the agenda for both vocational education and training. It has significant implications for adult literacy and basic education and the way in which accreditation will start to run in the forseeable future.

One of the outcomes is the establishment of a National Training Board. The National Training Board was originally established with a quite specific and narrow brief. But as is often the case with government bodies and particularly with Federal government bodies, the National Training Board is rapidly expanding its brief and where it will run to in the future is an unknown quantity.

But the potential is very real for a hugh increase in Commonwealth government involvement in vocational education and training of a kind that we've never seen in this country before. Their intent is quite clear. Their power, under the constitution, is currently limited, but the National Training Board was originally established as part of the Memorandum of Understanding with a specific brief of establishing and setting National Skill Standards. What is meant by that is not very clear. The discussion document that Rosie Wickert mentioned is part of their process of trying to get their heads around what it is that they're trying to do. The underlying nature of the agenda is quite clear. There is a move away from qualifications as the basis of determining, for example, award classifications, because all of this is tied up with this award and industrial restructuring process. We're moving away from formal educational qualifications as the basis for being eligible to enter a particular occupational classification and the rhetoric is talking about moving skills as the basis of making that decision.

The National Training Board is there to mandate what are the skills and standards involved in those skills that are necessary for all award based classifications. Their coverage is limited to awards, state awards, Federal awards, and formal agreements. Where there are formal agreements involved the National Training Board's ambit is intended to cover that. At the moment their brief cuts off at the paraprofessional level. They have no coverage of the professions but that is also currently being reviewed and will probably change so that their brief will cover professions where awards are relevant. Their impact and their power will be quite substantial.

The National Training Board is now in the process of working with industry to establish these national skills standards. The National Training Board is not in itself going to set the standards in the sense that it does not have the staff or resources to actually be able to go out and work out what the standards ought to be. It's going to be a judicial committee arbitrating disputes. The origin of all the material that will become these national skills standards is "the industry".

The Metal Industry has now created a National Metal and Engineering Training Career Development Project Board. That Board is in the process of developing what it believes are the appropriate set of skills standards for the industry. Included within that are issues that do relate to areas of adult literacy and basic education. Skills are being mandated for entry to particular classifications that relate to literacy and numeracy areas. The National Traning Board will eventually be provided with those from the industry. The Construction Industry is also working in that area, as well
as Tourism, Textiles, Clothing and Footwear Industry are actually now producing these national skills standards.

According to the Memorandum of Understanding, once the National Training Board ratifies those skills standards, all the state and Federal government authorities and agencies that are part of that, and that's everything, are required to take those into account in all their activities and operations, e.g. every TAFE system throughout the country will be bound by that Memorandum of Understanding to implement those standards within their courses. Those will be the bases on which the courses will be designed.

Another part of the Memorandum of Understanding established in principle and all states are now moving towards, at different rates and in quite different ways, a single central overarching state accreditation body. That body will be responsible for the accreditation of all programs of training, whether they are through public providers such as TAFE systems, or whether through commercial providers, or they're in-house training programs organized within industry.

The Memorandum of Understanding sows the seeds for taking that even further in that it's quite conceivable, and it's quite clearly part of the Commonwealth Government's agenda, that all funding in future from the Commonwealth will be tied to a program being accredited through one of these state accreditation agencies. Therefore, because they are state government bodies, they too are tied to the Memorandum of Understanding to implementing those National Training Board set of standards. So it's a very tightly controlled system that they're moving towards and it's a system that applies to the widest range of training provision, than we've ever seen before.

Up until recently really accredition was something that applied only within the public domain. Private providers had to rely on being able to get some sort of recognition from a professional body or an industry body. Now it is moving towards "equality under the law". It will be a single body within each state who will be responsible for doing all of that accredition.

In N.S.W. the discussions that have been talking about establishing the body called Vocational Education and Training Accreditation Board, similar to the State Training Board in Victoria, and in similar discussions in Queensland, those state accreditation agencies will also be mandating credit transfers. When programs are accredited, then credit transfer is part of that accreditation process. If you've done a program through a private provider or an in-house planning program, then you have some right and the degree of right is variable at this stage to be able to carry the credit for that into the public sector, and vice versa.

Obviously there are real advantages in a lot of that, but there are some initial dangers too, if the process is not handled properly. What we're moving towards increasingly is a system where these central government bodies are going to be very dominant in the area of accreditation. They will be very powerful and effective. Industry and professional bodies are increasingly being cast into the role by governments as part of this whole process of being advisory and support bodies. Equally there are quite strong feelings from most of the states that these industry and professional bodies have to have very powerful advisory roles. It's not just a case of them being sops.

Only time will tell how much of that is rhetoric and how much is reality, but the rhetoric is clear that governments are saying that they want to pay attention to what, particularly, industry bodies are saying. More so at the moment than professional bodies.

But in recent times I've picked up a bit of a change in that climate too, e.g. the Institute of Engineers has always been a very powerful body in the regulation of the Engineering industry, particularly in the professional level in this country.

In a lot of the early discussions around about the time of the Memorandum of Understanding, I felt there was quite a strong push away from recognising the role the professional body of that kind had in the system. In recent times my feeling is that there's been a big swing back to giving those professional bodies a say in the process, as well.

Part of the reason for that is that in the early discussion there's a strong move away from the recognition of professions, crafts, trades and occupations, towards an industry focus. That is very much part of the rhetoric skill. There's become a realization in recent times that that's an oversimplication. There are still overarching things that run across industries, e.g. fight by electricians to continue to exist as an entity at all because there is no clear electrical industry. Electricians work in other industries and there was a threat for a long time which is starting to recede now, that electricians as a group of people would disappear from the face of the earth. The plumbers are finding themselves in much the same sort of position in the building industry, where there's no classification for plumbers in the new award structure. There's a lot of people now like that who are fighting to have some sort of cross industry perspective in the whole process. Some of that is starting to be recognized now, but I switch back to getting professional organizations a role in the accreditation process.

Higher education still maintains itself an acccreditation role. I think there is an increasing move at the Federal Government level, and the sorts of things that we've seen with Dawkins and the National Higher Education system, unified national system, are not just accidental. They are part of what is intended to be a long term plan that is initially showing its face in the TAFE and training arena but in time Higher Education Institutions are going to come under the same sort of attempts to influence and control them as well.

Areas where accreditation matters could be areas that CATALPA or similar bodies may well be able to have some involvement in.

- Where professional bodies having advisory roles to these accreditation bodies, there's an opportunity for some influence to be had over the training of adult literacy professionals.
- Where we're talking about programmes and training which are specifically designed to be training for professionals in this area then we've got a legimate right to have some views and some policy position about how that should occur.
- In the longer run, even more importantly, we ought to be thinking about having some involvement in the training of other related professionals. As we're moving towards a situation where a lot of those barriers, those traditional lines, are breaking down, there's an enormous amount of expertise we have that's relevant to people working in the human resource areas, who are working in training, who are working in education in all areas, that needs to be taken into account when we are looking at accredition of the training for those people as well.

When we're talking in the context of the National Training Board about National Standards, there are many important things that need to be said about what ought to be the standards which will affect the training provision for people who are working right across the board.

There are adult literacy and basic education issues that relate to all courses. There are opportunities now that we need to be taking up for having some influence on the range of things that are occurring in the accreditation area at the moment, and the way in which accreditation is done may well have implications for us. The nature of programs that are being accredited at the moment, the nature of people who are being accredited or registered to be providers and trainers in this area are matters of interest and concern to us. We need to have some say in it. There are opportunities to do that. There's a big agenda out there. There's a lot of change taking place. A lot of it is very unclear and confusing, but that opens up a window for us to have a lot of influence at this time.

People are in need of help. The reality is that there's been a change from a position where people who are more aware of a lot of our issues are in a sense running the show, to a position now where the control of a lot of the national agenda is now in the hands of the people who are much less aware of issues that we're familiar with. For a lot of those people, they don't even know the issues are there and they are not going to come to us. In most cases as well, the agenda is now changing so quickly, there is such a rapidity of movement, the rapidity with which those ideas are being put into place is enormous. The people who are running those shows don't have the time and don't want to come along to people like us who are going to complicate their nice simple world for them. It's our job to do just that, because the systems that they're now putting into place will take a very long time to change.

No guarantees of being successful in changing the system, because there are so many bigger agendas, but if we don't try we certainly won't.

Issues arising from Geoff Hawke's presentation.

1. Timetable of National Training Board - How do we find out which awards they are tackling and how we can feed into their processes?
Metals and Hospitality Industries
Textiles
Building and Construction
National Training Board is a company owned by state and Federal system.
National Training Board discussion paper - 18th October deadline for comments.
   a. National framework
   b. Methodology
   c. Quality assurance

2. Necessity for control of accreditation - will providers lose their accreditation? There are benefits seen by providers in having accreditation, so they will not want to lose it, especially if it is tied to funding.

3. Issues of internal accreditation of teachers and workers.
Accreditation often involves accreditation of trainers.
National skills standards for trainers.
Peter Thompson - Adelaide.

4. Canadian Feminist Literature - critical reviews of the whole notion of skills hierarchies and competency based rating scales. By 1993 Australia will have introduced a competency based system.

5. What other government agencies make up the National Training Board: e.g. Skills formation council of NBEET. NOOSA - National recognition of skills obtained overseas.
Register of Australian Tertiary Education.
National Training Board is closely tied to DEET.

6. Some development of assessment of prior learning.
Work is currently being carried out between Broadmeadows TAFE and Ford Motor Company with Victoria College.
Recognition of prior learning will be crucial for adult literacy workers, so many of whom have no formal qualifications.
Within the Building and Construction Industry, 100,000 workers will be competency assessed.

7. Women's Directorate - "Dangerous Opportunities".
There is no challenge at the moment to re-defining the skills. There is an attempt though to re-slot them.
What is our "domain of expertise"?
It is not easy to control the agenda but we can at least steer it in the right direction.

8. Only one train - black and white notion that Australia is economically unviable.
Things can be rectified by giving the workers the necessary skills. It is necessary to keep questioning the processes, through the State Training and Labour Authorities, senior people in DEET, etc. Des Foulkes on the Employment and Skills Council.

9. Role of volunteer tutors.
No reason why those programs using volunteers would choose to be accredited.

10. Re-thinking standards of attainment.
ACTA - common terminology introduced.
"Certificate" is used to cover a wide variety of courses.
Certificate award covers everything from all the trades down. This needs to be broken down.
RATE will have a review of the nomenclature system.
Within our field we could develop a hierarchy of classification.

11. Role of professional association. This body (CATALPA) could become the accrediting body or it could become a strong lobbyist group.

12. Difference between guidelines for accreditation and actual accreditation. Each state is moving towards establishing a single accrediting body. Some state agency will need to meet National Training Board standards.
There is agreement that National approved courses will be adopted by the state bodies.
National standards for what? - for literacy workers.
National Training Board is now locked into a model that has been adopted. It is unclear about whether it should be setting standards at a global level or standards for skills level.
Identification of skills is not as difficult as assessing them.

NSW Adult Migrant Education Service

Title : **Providing Professional Support to an Adult TESOL System**

Presenter : Judy Colman. Assistant Director - Curriculum Support

---

OVERVIEW

Federally funded teaching program for adult immigrants of NESB.

1. Mission

AMES will provide English language learning opportunities to assist adult immigrants of non-English speaking backgrounds to function effectively in Australian society and acquire the English language skills to achieve their aspirations.

AMES will give such access to newly arrived immigrants as will encourage their acquisition of these English language skills within 3 years of arrival in Australia.

2. Provision

Clients - In 1989 approximately 35,000 enrolments by approximately 20,000 clients.

Regional Structure - 18 Teaching Centres (with off-campus community venues) External Programs - English in the Workplace, Home Tutor Service, Distance Learning Program.

Funding - 1990 approximately $A26m (Federal) $A1.4m (State)

Staffing - Approximately 450 EFT teachers of whom 300 are permanent, full time and the remainder part-time.

3. Curriculum Structure

- Decentralised, locally developed curriculum, learner-centred & needs-based; individual teacher as course designer
- each Region coordinates its own program of courses - FP/PT; day/evening
- course focus - language skills development (oral and/or written)
  - ESP → further study *or*
    → vocationally oriented, "Employment-related" courses/outcomes.

4. Curriculum Support

In each Region
- 2 or 3 non-teaching Assistant Principals
- 1 or 2 "Curriculum teachers (c.f. lead teachers)
- 1 or 2 assessment and referral teachers

Centrally
- A Curriculum Support Unit, consisting of
  - a training arm, providing centrally coordinated staff development courses
  - a consultancy team of 4 Regional Curriculum Consultants) who liaise with and provide curriculum support to Regions on a geographic basis
  - a research arm
  - a materials publication arm
    [see NCELTR display in Publishers' Exhibition]

1. Rationale for Professional Support Provision in AMES (NSW)

To support delivery of its learner-centred, need-based curriculum, AMES(NSW) has designed a program of staff development, linked to educational research and materials development activities. These are co ordinated through the Curriculum Suppport Unit (CSU) which delivers training programs centrally and, through a regional advisory service, provides local support to staff in teaching centres. Underpinning this approach are views of curriculum change primarily indebted to the work of Michael Fullan at OISE in Canada in the ealy 1980s, and views of TESOL theory and practice evolving from interaction with recent research and teaching in the tertiary sector and experience in the field. AMES 's professional maturity is now acknowledged in both the TESOL and the general education fields. The professionalisation which has occurred since the early 1980s is in large part due to the implementation of a program of professional development, well-grounded in theory and practice. But, as the discussion surrounding this paper will show, it was not always so and there is a high price attached to such programs.

1.1 Historical Context

Within NSW there has been a number of teacher training options available at the preservice stage. *Table 1 Column 1*, summaries these by differentiating those which have state accreditation: the standard format is a bachelor's degree with a concurrent or end-on diploma of education offered through universities (and in some cases Colleges of Advanced Education) or a Diploma of Teaching qualification offered through the college system. This distinction between universities and colleges is likely to be lost in the current amalgamation of tertiary institutions, with one or more colleges being absorbed into an existing university. The frequently more flexible programs of training in privately-run colleges or schools generally are not accredited by the public education systems but have a certain currency in the TESOL profession, depending largely on the quality of their graduates. These offer certificate and diploma level courses, the most widely-recognised being the British RSA programs.

1.2 K-6 Preservice Training

In general K-6 training at preservice level has not offered a substantial TESOL component, since there is a point of view in the education world that all K-6 teachers must be generalists first.

Specialisms should come post-, not pre- experience. This is not the place to argue the case but it is worth noting that very limited numbers of generalists gain TESOL-specialist qualifications. There must be some doubt that these mainstream teachers have adequate preparation for working with classes with significant numbers of NESB children in them, (in the metropolitan area of Sydney, the average NESB population is 17%, rising to over 80% in some schools).

1.3 Year 7-12

For teachers of years 7 to 12, secondary training for ESL or TESOL is generally offered as one of the two "method" subjects pursued. Alternatively, some secondary teachers gain their TESOL training post-experience by undertaking a five week intensive "conversion" course to become ESL teachers. Both groups may have relatively slight backgrounds in linguistics and/or applied linguistics predominantly coming from majors in literature, foreign languages, history, maths, science or other areas in their undergraduate degrees and taking generally less than 100 course hours of their initial training course as ESL.

1.4 Adult Preservice Training

Finally the courses for **adult** TESOL training are few at pre-service stage. Currently one institution (University of Technology, Sydney or UTS - formerly ITATE) offers a specifically adult-oriented Graduate Diploma of Education in TESOL. The majority of adult TESOL teachers move from the K-12 sector via short courses of training in private institutions within or outside Australia. A significant proportion gain teaching experience in European or Asian EFL institutions.

However one looks at the training options - and some of the pre-service programs offer an excellent basis for beginning teaching in ESOL - the amount of preservice training most teachers have in TESOL is limited. In the adult sphere, a survey of Adult Migrant Education (AMEP) teachers in 1985 found that over 30% had no formal TESOL qualification (Watts 1986). The figure for NSW respondents was 38%. Since 1986 there has been a rapid growth in the availability of accredited graduate diplomas and masters' degrees with TESOL foci. This has eased the access problems for initial TESOL training but has not fully addressed the limitations in course hours and depth of available courses. The private sector has burgeoned in this period but its pre-service programs tend to be of a very introductory nature.

2. Implications of Limited Specialist Preservice Place

The relative scarcity of access to quality, specialist preservice TESOL training, especially in the adult TESOL context, leads to a number of implications. First the positive ones:

- There is a tradition of peer/buddy support and exchange, of informal active, local-level orientation by the old hands. This occurs close to service delivery points and therefore is well informed by client needs.

- The "apprenticeship" approach creates a teacher-bonding and trust that builds effective team spirit in schools and regions.

Other positive affective outcomes could be catalogued. But there are negatives to this model:

- Its informality can lead to the omission of more conceptual elements (e.g. course design procedures, structured assessment and monitoring of learners) and to putting in their place an approach to planning which is materials-focused and based on isolated activities.

- It creates great insecurity and stress in the new teacher

The longer term effects can be damaging too:

- Teachers inducted to the profession in this way may lack a developed theoretical basis for their practice, possibly a limitation for all beginning teachers but a situation which both limits scope for induction to the profession and isolates teachers from the larger profession.

- Teachers lacking formal TESOL training can be ill-equipped to respond to increasingly specialist demands of the job. For example, teaching various levels of ESL literacy, carrying out classroom-based assessment, planning, delivering and evaluating specialist courses such as those with an employment-related or work experience focus.

- Teachers who have in the past moved into promotions positions without formal TESOL training may lack the academic basis to provide educational leadership to their more highly trained, newer colleagues.

- The absence of conceptual frameworks developed in formal training contexts can result in a poor conceptualisation of the curriculum support role and in the selection of teachers underskilled for the curriculum support task.

Some of these implications are very long term but they represent influences on the thinking of those responsible for Staff Development in the NSW Adult Migrant Education Service (AMES).

3.The AMES Response

Reviewing the pre-service specialist training options and trying to address competing demands from beginning and highly experienced teachers for professional support led staff of the Curriculum Support Unit (CSU) in AMES to devise a system of targetted teacher development programs for staff with different training profiles. The training and development programs subsequently offered (and modified and expanded each year since 1986) have been complemented by programs on curriculum management for local-level administrators and the establishment of ongoing local curriculum support position. *Table 1 (columns 2 and 3)* give an overview of the target groups and type of provision.

4. "Catch-up Programs"

The table differentiates between the beginning and the experienced teacher with the figure of 800 hours (equivalent to one year's full-time teaching) being the dividing line between the two groups. The CSU further differentiates those teachers who have limited or no formal TESOL training and those who have a sound formal preservice TESOL qualifications. The beginning teachers and the experienced but under-qualified group participate in "catch-up programs". As well as providing training targetted to the teachers' stage of development, a goal is for teachers completing these courses to undertake formal post-graduate TESOL training in a university or college of advanced education. The course targetted to beginning teachers (CORE) provides extensive orientation to teaching in AMES, elementary course design skills, orientation to cross cultural issues in adult TESOL, and classroom practice and observation. The catch-up course targetted to experienced teachers raises teachers' awareness of TESOL theory, sharpens their focus on aspects of course design and often stimulates renewed professional involvement, either through workplace activity or through formal programs of external study.

AMES has found it necessary to deliver those catch-up programs to combat a historical shortage in training options in a rapidly growing employment field. But much more is needed if the AMES is to respond to the rapidly changing economic and educational environment.

5. Basis for In-house Development Programs

Basically the CSU has adopted a four-tiered view of professional needs, in part reflecting our experience of working with different groups of teachers and in part defined by models developed by two educationists, the first, an Australian teacher educator (Fielding) and the second, a major researcher of curriculum innovation and change, Michael Fullan from the Ontario Institute if Education in Canada.

The remainder of this paper explores the link between their constructs and the approach of the CSU to professional development

6. Fielding's Stages of Teacher Development

Table 2 (below) presents an extract from Fielding's paper which has been slightly modified to relate it to the TESOL and AMES context. It may not have absolute reality in its positing of four distinct stages but has proved a practical tool for targetting teacher development activities.

The linking of AMES professional support programs to these four stages is illustrated in *Table 3 (below)*. The majority of AMES teachers are located in Fielding's Stage 1 and 2 with the CSU's Foundations Course acting as the bridge to consolidate entry to Stage 2. Fielding's view of the movement of teacher focus - from self-focus to client-focus - is particularly complementary to the AMES context which offers a learner-centred, needs-based program to NESB adult immigrants and refugees.

Fielding's paper has been a very helpful starting point for the integrated approach to in-house professional support but a few moments reflection leads one to recognising that not all teachers move through all stages. In fact the majority of committed professionals do not move very far beyond Stage 2. If it were otherwise, there would be no pool of experienced professionals to staff teaching programs. Those that do move on are the leaders and innovators: the future managers and trainers.Gradually the CSU is breaking away from a role dominated by "catch-up" training needs and moving to a phase where out central courses provide support to organisational initiatives rather than the basic training and defacto general teacher education role we began with. We are confident that the transition to the sort of skills-enhancement, competency-based training approach currently receiving endorsement through industry restructure initiatives will be a small shift for us to make.

7. Fullan's Views on Professional Development

In the context of Michael Fullan's work on curriculum change, we are now seeing structures and approaches occurring locally which address local planning and support needs and the CSU is able to concentrate its efforts on providing professional support to development activities which will be realised locally. Table 4 (below) summarises some key points from Fullan.

I'd like to conclude this overview with a quotation from Fullan's 1982 work, **The Meaning of Educational Change**:

> Establishing better professional develop ment programs is not only a means to change but also an innovation in itself, because it involves attempting to implement new approaches to initial preparation and continuing education of teachers,administrators and other specialists. If we are interested in a theory of "changing" --in identifying those factors most possible to alter, and most instrumental in bringing about change at the level of practice--professional development would be at the very top of the list . Increasing the resources for and emphasis on professional development, establishing more effective programs and integrating continual professional development into the regular work of school personnel are goals to which all educational agencies should be committed: for sustained improvements in schools will not occur without changes in the quality of learning experiences on the part of those who run the schools. (p. 287)

Table 4: Guidelines for Effective Professional Development (Fullan 1982: 286)

1 Professional development should focus on job- or program-related tasks faced by teachers.
2 Professional development programs should include the general components found by Joyce and Showers (1981) to be necessary for change in practice: theory, demonstration, practice, feedback, and application with coaching.
3 Follow-through is crucial. A series of several sessions, with intervals between in which people have the chance to try things (with some access to help or to other resources), is much more powerful than even the most stimulating one-shot workshop.
4 A variety of formal and informal elements should be coordinated: training workshops and sharing workshops, teacher-teacher interaction, one-to-one assistance, meetings. Note that both teachers and others (principals, consultants, etc.) are significant resources at both the informal sharing or one-to-one level and the formal level of workshops or courses.
5 It is essential to recognize the relationship between professional development and implementation of change. It is in this recognition that the *connnuous* nature of professional development can be understood, and that the link between professional development and change in practice (and all the things that interfere with that link) can be most readily identified and addressed.

External Sources for Professional Development

In-House Professional Development in AMES

Targetted to Stages of Teacher Development and Organisational Directions for Change in a decentralized learner-centred curriculum context

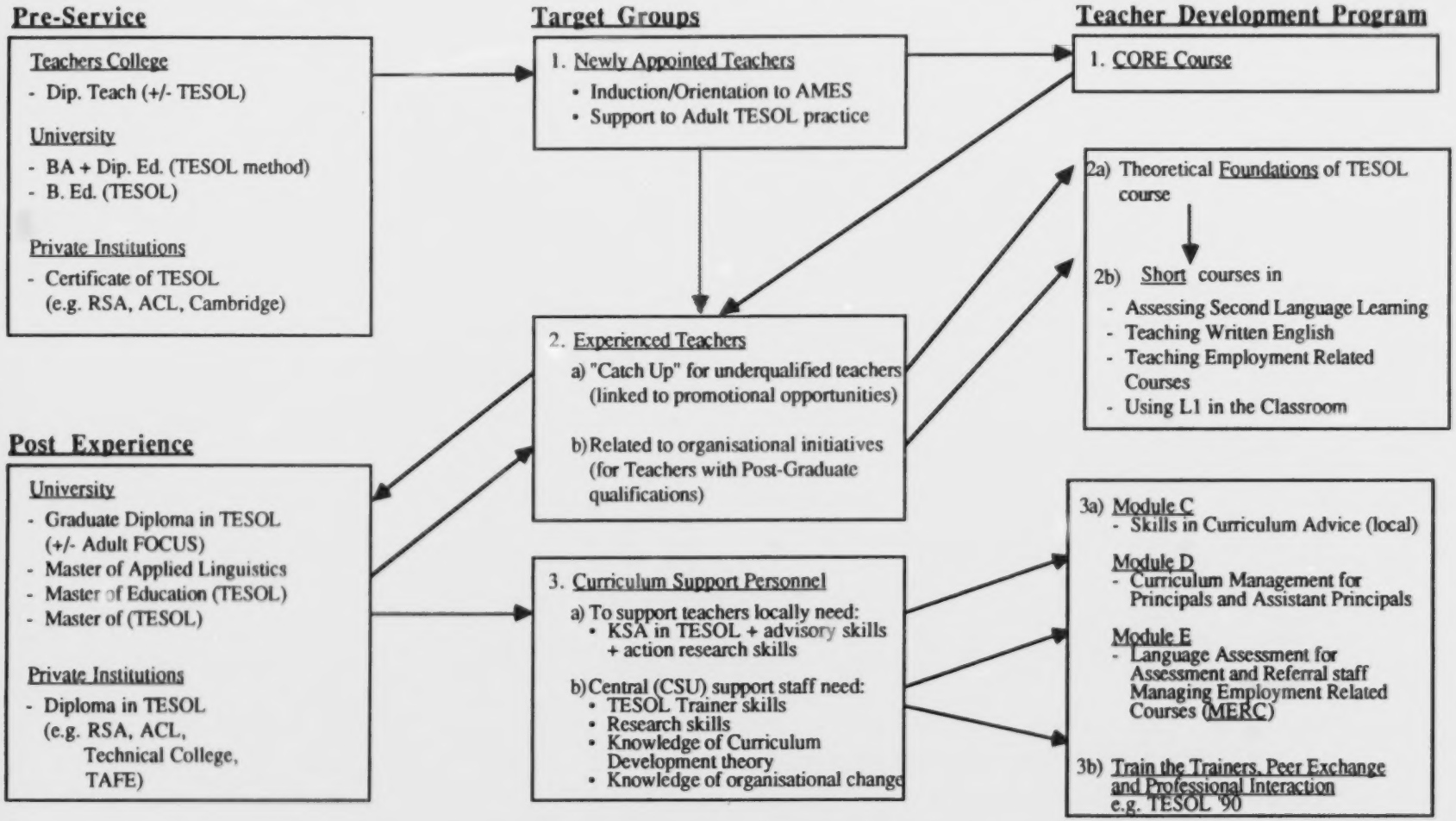
Pre-Service
Teachers College
- Dip. Teach (+/- TESOL)
University
- BA + Dip. Ed. (TESOL method)
- B. Ed. (TESOL)
Private Institutions
- Certificate of TESOL (e.g. RSA, ACL, Cambridge)
Post Experience
University
- Graduate Diploma in TESOL (+/- Adult FOCUS)
- Master of Applied Linguistics
- Master of Education (TESOL)
- Master of (TESOL)
Private Institutions
- Diploma in TESOL (e.g. RSA, ACL, Technical College, TAFE)
Target Groups
1. Newly Appointed Teachers
• Induction/Orientation to AMES
• Support to Adult TESOL practice
2. Experienced Teachers
a) "Catch Up" for underqualified teachers (linked to promotional opportunities)
b) Related to organisational initiatives (for Teachers with Post-Graduate qualifications)
3. Curriculum Support Personnel
a) To support teachers locally need:
• KSA in TESOL + advisory skills + action research skills
b) Central (CSU) support staff need:
• TESOL Trainer skills
• Research skills
• Knowledge of Curriculum Development theory
• Knowledge of organisational change
Teacher Development Program
1. CORE Course
2a) Theoretical Foundations of TESOL course
2b) Short courses in
- Assessing Second Language Learning
- Teaching Written English
- Teaching Employment Related Courses
- Using L1 in the Classroom
3a) Module C
- Skills in Curriculum Advice (local)
Module D
- Curriculum Management for Principals and Assistant Principals
Module E
- Language Assessment for Assessment and Referral staff Managing Employment Related Courses (MERC)
3b) Train the Trainers, Peer Exchange and Professional Interaction e.g. TESOL '90

Table 1: ADULT TESOL TEACHER DEVELOPMENT IN NSW. *J.M. COLMAN, 1990*

Table 2 LEVELS OF TEACHER DEVELOPMENT

1. Novice Teacher ------> Novice Professional

At this first stage, the new teacher is concerned with surviving in the classroom. The specific features of this stage may be:

(i) an overriding concern with developing basic classroom management skills and techniques.
(ii) a dependence on published teaching material.
(iii) a need to consult and observe more experienced teachers.

This is a teacher-centred phase where the new teacher is gaining skills and confidence in the classroom.

2. Novice Professional ------> Client - Centred Professional

At this second Stage, the newly experienced teacher is concerned with meeting student needs in the classroom. The specific features of this stage may be:

(i) a developed sense of control and security in classroom management and performance.
(ii) an interest in how student needs can be effectively translated into classroom practice.
(iii) a developing interest in how theoretical knowledge is reflected in practice.

This is a student - centred phase where the new teacher becomes more professional and starts to be analytical about classroom practice.

3. Client - Centred Professional -----> Curriculum - Centred Professional

At this stage, the teacher becomes more analytical not only about classroom practice but also about the general educational process of second language teaching. The specific features of this stage may be:

(i) a developed interest and expertise in course design for the language classroom.
(ii) an awareness of how course design principles relate to the educational process.
(iii) an awareness of how the educational process works within the organisation (AMES).
(iv) an awareness of organisational/educational problems eg. the continuity and sequencing of courses across programs/centres.

This is a curriculum - centred phase which is analytical/critical.

4. Curriculum - Centred Professional -----> Educational Theorist

At this fourth stage, it is highly likely that the teacher will not be teaching, but will be involved in educational management!
The specific features of this stage may be:

(i) an interest in educational theory and management.
(ii) an ability to relate such theories to the local conditions of AMES.
(iii) a modification of existing theory and/or development of new theory as possible solutions to the local environment.
(iv) an awareness of the need for implementation strategies for any educational change.

This is a phase characterized by innovation and dynamism in educational management.

The sorts of models provide a conceptual basis on which curriculum designs for teacher eduation can be developed.

Acknowledgement
Adapted from:
Fielding (1983) . *Models of Teacher Development* in The Australian Journal of Teacher Education. 8 (No. 2)

BEST COPY AVAILABLE

Table 3: Central and Local Professional Development Strategies

Target Stage	Development Strategy	Delivery Arm
1) Novice Teacher to Novice Professional	a) CORE Course i.e. 4 days x 6 hours over 4 weeks after Term 1.	Central Training Course.
	b) Local Observation Local peer support network.	Regional program delivered by Assistant Principals and Curriculum Teachers.
	c) Access to Post-Graduate Training programs after 1 year FT experience.	Tertiary Training Institutions [MA (TESOL) etc.].
2) Novice Professional to Client Centred Professional	a) Theoretical Foundations of TESOL [14 weeks x 6 hours (i.e. 1 day) per week].	Central Training Course.
	b) Articulation to P-G Certificate in TESOL - advanced standing.	Tertiary Training Institutions.
	c) Involvement in local support/peer networks "collegiate program band".	Regional, coordinated by Assistant Principal.
3) Client Centred Professional to Curriculum Centred Professional	a) Short Courses • Assessing Second Language Learning • Teaching Written English • Teaching Employment-Related Courses • Using L1 in the Classroom.	Central Training Courses.
	b) Participation in Reference Groups and Working Parties on specialist areas	Geographic Cluster (Division).
	c) Higher Degree with special research focus and broader curriculum base in educational theory.	Tertiary Training Institutions.
	d) Participation in State and National conferences.	Central funding support to presenters at conferences.
	e) Publication in journals etc.	Editorial advice from Central Support Unit.
4) Curriculum Centred Professional to Education Theorist	a) Modular Courses for Curriculum Teachers [C - Skills in curriculum support and advice] and Assistant Principals [Curriculum Management, (D)]. Managing Employment Related Courses (MERC) and Assessment Skills for Placement Teachers (E).	Central Training Courses.
	b) Train the Trainers course of 3 hours for 1 day per week over 6 weeks. The aim is to develop a pool of apprentice central training staff.	Central Training Courses.
	c) Coordination of and participation in Divisional and State planning forums and working parties in AMES.	Geographic cluster (i.e. Division).
	d) Participation in broader educational forums (international conferences, interdepartmental seminars etc.).	Central funding support for attendance to present paper.
	e) Publication in national and international journals.	Editorial advice from Central Support Unit.

J.M. COLMAN, 1990

Models of Training

Providing Professional Support to an Adult TESOL System.

Judy Colman, Assistant Director, Curriculum Support , AMES NSW.

Factors common to AMES and ALBE

Both are in danger of being further marginalised in the process of industry restructuring. ALBE and TESOL are two sides of the coin and both must be there in the workplace. This points to two needs:

1) literacy and language needs in the workplace;

2) our own industrial and education needs in the new arrangements.

In NSW in the last five years, AMES has moved from a position of social commitment to a professional/technical plus social commitment. This is an extended understanding of what the profession does - a linguistic base and a clarification of where they fit which was not there some years ago.

Why AMES has made progress.

ALBE workers come from a much more variable background and work in a greater variety of places. This makes the task more complex than that which confronted the TESOL field.

1. The National Curriculum Network has brought together people dealing with similar issues in other states. This network is supported by the National Curriculum Centre which has moved into Macquarie University.

There are regular national professional support meetings where they have determined what should happen nationally and what at a state level. This peer reference group and planning forum is the backdrop for all development. They have discussed:

.what are the aims of their organisation;

.who are their learners and who are not.

This group meets two or three times a year, creates projects and forms reference groups for those projects. Many of these functions are similar to those of the CATALPA brief.

2. The commitment to professional development in senior managers has been a crucial element. Curriculum work is supported and furthered by those managers.

3. They have access to highly skilled trainers - former practitioners who have upgraded their qualifications. They offer experience plus knowledge plus a commitment to understanding the training of others. They now run train-the-trainers courses.

4. They need to develop a knowledge of the organisational culture of AMES. This requires a wider perspective and a contact with those in main stream education such as curriculum designers.
Judy referred to Fullan's model of decentralised curriculum (see paper). There was a time when AMES had to offer catch-up training which is now able to be offered by the tertiary sector. AMES will now move on to in-service training.

5. They recognised the need for a training model - Fielding offers stages of teaching development (see paper). They needed to determine what are training issues and what are structural issues. That is, is the job possible or impossible? This is often an issue in workplace settings. Some training is better done by outside organisations e.g. computer applications. *Their job is language teaching development and the development of managers of language teaching.*

AMES Process

1. Create a training team - identification of brilliant practitioners.

2. Sharing of the vision with them so that they become the lines of transmission.

*Within that group they needed to determine who does what for whom, when.
*Bill Cope's work on the *Post Progressive Curriculum* seemed to define their position. There is agreement on the key elements of the program which leads to a semi-structured approach.
*The organisation needed rules for administrative procedure such as:

.how to release teachers from classes;
.how to send out notices so that the right people come to the course;
.how to have adequate records;
.how to develop a staff development data base.

*In-house training was linked to accreditation which led to a great deal of consultation with practitioners. It is a highly political issue.

3. Opening up the vision for the profession required a great deal of negotiation. This was achieved through management forums, workshops, discussion papers,journals then ultimately through creating a series of field positions where consultants worked with curriculum personnel in teaching centres. They became the link between the centre who said what it could be like and the teachers who saw the problems created by that policy. The centre's aim was to get curriculum issues onto the local agenda.
The main message is that administrators have responsibility for leadership in curriculum and it can no longer be left to the teachers in the classroom. The managers had to take on educational roles. (This is another political statement.)

4. Dialogue was opened up with tertiary providers to gain some recognition for in-house training courses. (There are some agreements now in place.) Universities are seen to have some responsibility for their training to recognise the needs of employers.

5. The better the personnel of the Curriculum Units are the more they are asked to do leaving no time to reflect or write.

6. Awareness has developed that training is a political matter which has to be treated politically. People in training need debriefing after torrid sessions with angry practitioners. They need to be given a framework of response.

Judy referred to Geoff Scott's work on change in organisations and to Fullan who says resistance and conflict is a sign of progress. If they do not resist you are not getting through. (They experienced a great deal of resistance.)

7. The team has learnt to objectify. It must be a team. It cannot be done alone because then it is taken personally.

8. The team has to be constantly renewed because people are promoted.

9. Responding to the changing environment in which the work happens is a challenge.

10. There has been hostility to the Curriculum Unit. *'I wrote a few aphorisms to make you feel sorry for the training fire we've been baptised in.'*
10. How to weigh up experience is an issue when it comes to accreditation. '20 years experience or 1 year's experience 20 times over?'. Some do get 20 years experience and some don't.

The final comments were on the extent of the resistance they have experienced. 'We have linked training to recognition in the profession and in the organisation and you can't do that without putting noses out of joint. There's no single right answer. There are ethical dilemmas.'

In her presentation Judy linked the issues of AMES and ALBE seeing them as having many shared characteristics.

TOWARDS A COMPREHENSIVE, COLLABORATIVE ADULT LITERACY TRAINING PROGRAM

Dr Mike Dilena
Principal Lecturer in Literacy and Language Education
South Australian College of Advanced Education
(from 1991 the University of South Australia)

Outline of Presentation to the first Forum on Adult Literacy Training, Coordinating Agency for Adult Literacy Personnel in Australia, University of Technology, Sydney, October 8-9, 1990

TOWARDS A COMPREHENSIVE, COLLABORATIVE ADULT LITERACY TRAINING PROGRAM

1. Adult literacy teaching is an emerging profession ("coming into view from obscurity") and developing characteristics of mature professions, ie:

   - national professional association with annual conference and a national professional journal
   - an award structure which relates salary increases to levels of training and higher education awards
   - an articulated set of higher education awards that builds on TAFE certificates and allows progression from associate diplomas to doctoral degrees

2. Adult literacy teaching, as other emerging professions, is developing haphazardly from two different directions:

   - "practice up"
   - "education down"

3. A model for making the best of these two traditions is a teacher development program jointly developed by the South Australian College of Advanced Education, the Education Department of South Australia, Catholic Education Office, South Australia and the Independent Schools Board of South Australia.

4. In this joint project:

   - academics and school systems coordinators have developed an intensive training course for 80 selected teachers who have been trained to work with other teachers in schools
   - the selected teachers have gained a Graduate Diploma, HECS Scholarship, 13 days release from work and lots of systems support
   - the selected teachers have trialled new materials in their work place as a part of the course. These are then used in ten two-hour sessions with teachers
   - The selected teachers have been appointed 4/10 time to work with other teachers
   - some 4000 teachers will have taken the program by the end of 1990.

5. A group of adult literacy educators in South Australia is considering how this model can be adapted to provide:

   - collaboration between tertiary staff, adult literacy coordinators and experienced adult literacy trainers
   - a graduate certificate which will act as a comprehensive professional development program for experienced tutors
   - a set of modules (materials and processes) that can be used for training tutors in various areas of adult literacy teaching) possibly also in the distance education mode)
   - materials used in the training modules that can be used by literacy tutors not involved in training programs.

6. Such a project could be run in conjunction with similar projects in other states so that one state group might take responsibility for one set of modules while another state developed other modules.

A VISION OF A JOINT ADULT LITERACY TRAINING VENTURE

1. A PROJECT TEAM OF EXPERIENCED LITERACY EDUCATORS FROM SACAE, TAFE AND OTHER AGENCIES WHO WILL DESIGN AND DEVELOP:

2. A COMPREHENSIVE PROFESSIONAL DEVELOPMENT PROGRAM FOR ADULT LITERACY TRAINERS AND EXPERIENCED TUTORS WHO WILL HELP DEVELOP AND TRIAL:

3. A COMPREHENSIVE SET OF SHORT ADULT LITERACY TRAINING MODULES THAT CAN BE USED ALONE OR BUILT INTO LARGER PROGRAMS THAT MAY ATTRACT TERTIARY CREDIT. THEY WILL INCLUDE:

4. MATERIALS THAT CAN BE PUBLISHED AND USED BY LITERACY TUTORS OUTSIDE OF TRAINING PROGRAMS.

Notes to accompany "A Vision of a Joint Adult Literacy Venture"

THE KEY DEVELOPERS (of the LLIMY project)

Dr Mike Dilena

Our experience with the Literacy and Learning in the Middle years (LLIMY) project showed that there were opportunities for high level professional development - the fourth stage in Judy Colman's adaptation of Fielding 1983 - for those key developers - ultimately four of them who were seconded from the school system to work full time on the project. Their professional development involved:

1. Academic reading - surveying literature on theory, research and practice to select appropriate articles and chapters for teachers taking the Graduate Diploma Course.

2. Planning, Conducting and reviewing Graduate Diploma Teaching Sessions.

3. Designing, monitoring and providing feedback on classroom data gathering activities.

4. Conceptualising a comprehensive and balanced 10-session professional development program for teachers.

5. Writing the articles, designing session activities, writing between session assignments and providing additional readings for a 10-session LLIMY program.

6. Designing a tutor pack and training program to train Graduate Diploma Students to act as LLIMY tutors.

7. Organising, and supervising the trialling of draft LLIMY materials.

8. Monitoring and evaluating the effectiveness of the materials and the tutor pack.

9. Supporting novice LLIMY tutors as they made the difficult transition from classroom teachers to professional developers working initially with supportive colleagues and then with

10. Helping to develop the Graduate Diploma as a Distance Education program for country tutors.

11. Carry out extensive public relations to ensure system support to LLIMY through

12. Developing advanced skills in working out budgets, procedures etc. for developing new programs.

THE LLIMY TUTORS (Particularly in the Graduate Diploma training program)

The classroom teacher were specially selected because the had demonstrated:

- special knowledge of, experience in and commitment to language and literacy teaching
- sound classroom teaching
- the ability to relate well to professional colleagues

By the end of the first year program they had had considerable experience in:

1. evaluating recent literature in theory, research and practice
2. examining student learning and their own classroom practices
3. gathering considerable data from their students and colleagues, and testing theory against data
4. trying out new ideas and sharing ideas with their other LLIMY tutor-trainers.
5. writing up investigations and try-outs and having many of the published.
6. working through ideas on what makes professional development succeed or fail.
7. trying out LLIMY materials and processes with supportive colleagues

(Using Fielding's four stage models these tutors were moving (stage 3) from client centred professionals to curriculum centred professionals and beyond to become, in some cases, educational theorists.)

THE TEACHERS (Taking the 10-session LLIMY program with a trained tutor)

Fairly detailed formative evaluation of the program as it developed and operated over its fist two years has shown that teachers gained the opportunities to:

- confirm existing good practice and identify their strengths

- find new ways to conceptualise their students' learning and their own practice
- share ideas with colleagues in a supportive environment set up by the tutor
- benefit from the tutors knowledge and experience
- have access to account of other leaders' practices
- try out new ideas and discuss outcomes
- refer to key readings and additional articles available from the tutor.

Perspectives on Staff Development

Dr. Audrey Grant

There are many ways of thinking about staff development or professional inservice/teacher education. For instance we might ask: what are the requirements for provision in a given field, such as the State-wide needs in the case of Adult Literacy/Basic Education in Victoria? What characterises good staff development programs and practice? And what counts as evidence of significant teacher change?

In this article I want to raise some of the issues associated with each of these lines of inquiry, to outline some frameworks that may be useful for thinking about staff development, and to illustrate briefly with evidence from participant perspectives. The specific illustrations come from comments made in response to workshops and further study courses offered by La Trobe University School of Education, including references to other material in this issue of *Fine Print*.

First, by way of context, a brief note about recent developments in Victoria. VALBEC members were challenged to think seriously about State-wide professional development needs in ALBE over two years ago, in the discussions which preceded and followed the formulation of the State Adult Literacy Strategy, announced by the Victorian Government under New Social Justice Initiatives in the 1988 August Budget.

Various discussion papers I prepared in 1988 (for instance for VALBEC Policy Standing Committee) set out what I believed to be important guidelines in a strategy plan which had the state-wide objective of providing a strong foundation that ensures depth and quality of staff development, research and practice in ALBE. In my view, then as now, the attainment of such an objective involves five principal considerations, which I will reiterate below and illustrate by brief reference to some examples of progress towards this objective in Staff Development in Victoria over the last two years.

1.
The opportunity of staff development and teacher education necessitates a variety of forms of in-service provision by a variety of agencies, flexible enough to cater for the diversity of needs and matrix of workers.

The value of complementary initiatives is already obvious. Two NPL funded projects in 1988-89 resulted in the VALBEC Education Standing Committee and La Trobe University making distinctively different contributions to staff training: the VALBEC Mini-Conferences catered for one-off, wide ranging inservice workshop sessions, while the 9 days of workshops offered by La Trobe, including five days of the first Summer School provided more intensive workshop style interaction, discussions and reflection over several days. Ongoing courses at Victoria College (one semester in Adult Literacy) and at La Trobe (Specialist Studies in B.Ed.: Adult Literacy Education) have opened up the possibility for further studies or projects in ALBE (see Mary Sutherland and Patricia MacGregor's articles). As one of the participants in the 1989 Summer School at La Trobe wrote:

"The Summer School was a particularly stimulating experience because of the diversity of the people who were able to take part in such a short term intensive course. Because it was largely a Workshop format this diversity was exploited and the scope and possibilities of further study were opened up for us."

2.
Professional development can best service and engage practitioners by building on the knowledge that comes from practice, from reflection-in-action, from both bringing critical theory and research to bear on practice and using the documentation of practice to reassess theory.

That is, particular kinds of learning and ways of knowing need to be prioritised by inservice training if improvement in practice is to be achieved. Krina McFarlane's article on the 1990 Summer School 4 day Writing Workshop provides evidence of this, as do the transcript responses from the *Education Now* program.

Other examples came from the 1988-89 participant evaluation of the La Trobe University workshops on learning and reading processes. Typically participants indicated they'd learned a good deal and were *"challenged with many new questions and ideas to follow through and try out." "It's given me a completely new understanding of the do's and don'ts of helping people... to read." "I'm really glad I came, enjoyed the theory and learnt through practical examples."*

We'll return to consider this second guideline later in relation to questions about the characteristics of good in-service provision and ways of

conceptualising teacher change.

3.
Integrated provision is desirable, involving both the integration of staff development, research, participant evaluation and curriculum development, as well as the integration of contributions of literacy students and workers, teacher training staff and researchers.

Some of this integration can be planned for, as for example in the ALAC/ILY national level research project based at La Trobe, which has a strong staff development teacher-researcher component.

Other forms of integration may occur in a ripple through effect. For instance, Krina McFarlane's experience of the Working at Writing, Summer School Workshops with Sue Gardener and Peta Heywood had "an enormous impact" on the way she approached the Central Metropolitan Student Writing Project. "The Summer School certainly gave us really solid reasons about why we'd do it. What we thought it would give to students." Another Summer School participant, Ruth Muir and one of her students were involved in the Student Writing project. Mary Sutherland and Alice Mitchell are completing their final semester unit in B.Ed. by evaluating the writing workshops.

4.
Staff development is strengthened by the related development and publication of curriculum materials, practical reports and research monographs.

Publication of *A Life of Its Own* and the VALBEC Mini-Conference papers are valuable resources here, as will be published reports from various regional and ILY projects. Publication of the La Trobe workshop material is planned, (but has been hampered to date by our unsuccessful bids to gain any DFE project funding for staff development.)

A major role of Commonwealth ILY project to establish CATALPA, the Co-ordinating Agency for Training of Adult Literacy Personnel in Australia, is to involve tertiary training institutions and ALBE personnel in the development of quality curriculum materials which will promote quality teacher training courses in ALBE.

5.
The upgrading of staff development provision also depends upon establishing networks, communicating and disseminating information, strengthening linkages between adult literacy programs and community services, and with interstate, commonwealth and international literacy centres.

Again, this development needs to be multi-layered, occurring at many levels. VALBEC and ACAL play a unique role here. This fifth strand runs through several tasks as specified in the ILY Project brief for CATALPA. At a local level Mini-conferences and workshops can function by establishing contacts for many participants. As participants in the 1988-89 La Trobe workshops, for instance commented:

"I needed the interaction with others..... after working in isolation for the past year. I need to constantly touch base, to be reassured."

"It was particularly helpful to have people from different backgrounds."

Trish McLaine from South Australia reflected on the 4 days at the 1990 Summer School Writing workshops:

"Part of the value for me has been coming from interstate and working so closely with colleagues that I never met before. If there was any possibility of organising something similar (again) where that was allowable, where that was part of the reason for it, to network amongst interstate people I think that would be excellent. But I know, I understand that it takes up a notch or two in organization .... but I certainly want to know about next year's.....

Just from my point of view, just setting aside anything to do with literacy or teaching: I feel personally changed by this group and I'd really like to thank you for that. I feel energised and I feel very much strengthened by people who were strangers. And I think that's marvellous.

In sum, then, at a state-wide and interstate level an agenda for ensuring depth and quality of staff development requires, I would argue, provision for these five strands or components:

A variety of forms of inservice provision and agencies;

a valuing of the knowledge that comes from good, reflective practice, and from bringing critical theory into practice;

an integrity of teacher training, participant research and evaluation, and curriculum development work;

a concurrent publication of curriculum resources, materials and related readings; and

the establishment of networks, information exchange and linkages between adult literacy personnel in Australia and overseas.

WORKPLACE BASIC EDUCATION PROJECT

COUNCIL OF ADULT EDUCATION

TUTOR DEVELOPMENT AND SUPPORT IN THE WORKPLACE BASIC EDUCATION PROJECT

Rex Ennis
(Adult Education Worker:
Tutor and Curriculum Development)

Prepared for the
First CATALPA Forum
Sydney
October 8-9, 1990

This discussion paper was originally prepared to help in planning within the Council of Adult Education's Workplace Basic Education Department. It may be of interest to a wider audience since it raises issues relating to why tutor development in Workplace Basic Education is essential and to some of the forms it might take.

By way of background it will be useful to know that:

1. The Workplace Basic Education Project has been conducting classes in workplaces in work time for the past five years.

2. The aims of and content of each class are negotiated both within the workplace and within the class. There are no 'pre-packed' classes.

3. Most classes are taught by sessional tutors though all Adult Education Workers (permanent, part-time staff who have special areas of responsibility including resources and resource outreach, student outcomes, tutor development and curriculum development) also teach, often teaming with sessional tutors.

4. Fieldwork Co-ordinators are responsible for the establishment, maintenance and supervision of classes including liaison with the workplace, operating Planning Groups, appointing tutors and monitoring the progress of classes.

5. Although each Project Worker has specific responsibilities the staff work very much as an inter-dependent team.

TUTOR DEVELOPMENT AND SUPPORT IN WORKPLACE BASIC EDUCATION PROJECT

Introduction

From the beginning, Tutor Development and Support has been a high priority of the Workplace Basic Education Project. At the same time budget restraints and changing circumstances have made it difficult to establish and maintain effective programs.

When cuts are made this area of activity suffers. But high tutor turnover, changing workplace demands and continuing need for curriculum development have meant that the program of tutor development and support has had to be constantly monitored.

In this discussion paper I want to explain why tutor development in Workplace Basic Education is so important, to list some of the forms it takes and suggest a way it might be "delivered" in future.

Why Tutor Development and Support is so important in Workplace Basic Education

Tutoring in workplace classes is very demanding. In very few areas of education is accountability so immediate. In the nature of innovation the early implementation is tentative and responsive. It has been and is still a case of "learn as you go." Some of the specific issues and developments that make continuing tutor development and support essential are:

1) Workplace Basic Education continues to be innovative five years after its beginnings. Every new workplace provides a new challenge. Every change in policy and organisational structure demands flexible and informed responses.

2. The principle of negotiation in operation both at Planning Groups and in classes places great demands on the skill of the tutor and on the support she receives.

3. The forms of delivery of Workplace Basic Education are constantly under discussion. As the ideas of "cost recovery" and "user pays" become realities there is a need to even more thoroughly refine the accountability process.

4. The development of "skills audits" and "competency rating scales" put pressure on tutors and the people who support them to have a deeper and deeper understanding of what is involved in reading, writing and mathematics, how they might be learnt and taught, how progress might be monitored and precisely what are sensible, realistic objectives for students and classes in specific contexts.

5. There is a need for tutors to be sensitive to the culture of each workplace. This is essential for good communication. It becomes more essential as the curriculum is developed to respond to particular workplace needs and expressed by management through Planning Groups and by students through interviews and their progress in class.

6. Developments in teaching methodologies, available resources and curriculum initiatives by researchers and practitioners in other places need to be constantly appraised, trialled and modified to suit workplace basic education realities.

7. In broad terms, when education is taken from institutions and placed in the changing and complex environment of the workplace, when it comes under the scrutiny of individuals and groups with differing levels of understanding and very different priorities then educational practitioners must be "super educators" in every sense. They must have a high level of support to ensure their continuing professional development.

Forms of Tutor Development and Support in Workplace Basic Education Project

Tutor development and support in the Workplace Basic Education Project has taken a number of forms. The forms of delivery have been included as integral parts of the operation of the Project. Though each form may not have been specifically recognised for its contribution to tutor development it has become clear that each tutor has access to a range of these forms.

1. Initial Tutor Inductions

All tutors are inducted into the Project through a 16 hour program designed to demonstrate the work and processes of the Project, the contexts in which that work takes place, available resources and possible teaching approaches as well as specific issues such as negotiation, evaluation and sensitivity to work cultures. Payment is made to participants.

2. Tutor Meetings

These have been held on a regular basis throughout the life of the Project. Their purposes and regularity have changed over time. They have served an information giving, decision-making and professional development function. Experiments have been conducted in varying their timing in the hope of making them accessible to most tutors. Surveys have been conducted to help in planning both content and timing. It has become clear that regular attendance by a significant number of tutors is unlikely. Tutors are paid if they attend these meetings.

3. Workshops and Conferences

Tutors have been regularly informed about specific Conferences and Workshops held by a variety of groups (Workplace Basic Education Project itself, CAE Access Department, VALBEC, DFE, Footscray TAFE, etc). On a few occasions it has been possible to arrange payment for this attendance. Overall few tutors have been able to attend these events.

4. Team Teaching

Team teaching has always been seen in the past as a process for mutual support for tutors as well as a means by which curricula can be developed specific to each workplace. The tutor development function has been strengthened by the process of teaming a sessional tutor with an Adult Education Worker or Fieldwork Co-ordinator.

5. Tutor Newsletter

The regular Tutor Newsletter has served both an information flow and a tutor support and development function. Inclusions in the Newsletter are related to:

- resources
- specific teaching ideas
- curriculum development
- information about workshops, and conferences
- documentation of aspects of teaching by tutors and AEW's
- reprints from other magazines, journals and books

6. Meetings with Co-ordinators

(including Workplace Familiarization Visits and Curriculum Planning)

These meetings, focused on preparing tutors for new classes, serve a tutor development function in as much as they alert tutors to available resources, other similar classes or individuals who might be able to help. Tutors are paid for these meetings.

7. Tutor Support Meetings and Other Contacts

These meetings might be specific and arranged by a Fieldwork Co-ordinator in advance (and paid) or may simply occur when a tutor visits the Workplace Basic Education Project office to borrow or return resources or for some other reason. They usually involve one or more of the Adult Education Workers. Frequently phone conversations maintain this contact.

8. Working Groups

On a few occasions a Working Group has been established for a specific task (Curriculum Development at Don Smallgoods, documentation of the Brimbank Park class, etc). These groups are convened by a Fieldwork Co-ordinator or an Adult Education Worker and have a defined purpose, time line and budget.

9. Special Interest Groups

In the past these have been focused on classes such as Maths, MID, ESL, or Writing. They have been formed in response to particular needs, timed to suit the tutors concerned and sometimes involve engaging the services of 'outside experts.'

10. Involvement in Special Projects

Some tutors have been involved in Special Projects based within the Workplace Basic Education Department. The Victorian Education Foundation Project, Learning in Groups and Small Group Methodology Projects all involved workplace tutors in roles which have contributed to their professional development.

This comprehensive list of activities is impressive and indicates a high concern for and a flexible approach to the professional development of sessional tutors. However the realities are that many of the activities have been funded by chance (eg. savings from salaries) or as a bi-product of other initiatives (Special Projects, Regional activities) and that there has been no planned approach to monitoring tutors' access to these activities.

Some Proposals for the Future

As part of our planning for Tutors' Meetings we recently took stock of the 'exposure' or 'access' that individual tutors have had over the past year to the range of tutor development activities. Our survey showed that in addition to the activities that are universally accessible (Newsletter, Workplace Familiarization Meetings) all tutors have been involved in some other form of tutor development or support. The initial question about the future of tutor meetings lead us to take a broader view and leads us further to make the following proposals:

1. Tutor meetings should be less frequent and of longer duration (3 hours instead of 2 hours, perhaps 3 or 4 per year instead of 6).

2. We should aim deliberately to 'match delivery to needs'. Tutors should have a choice of being involved in those staff development activities that best suit their needs. In order to do this we would need to commit a percentage of our budget to Tutor Development and Support and notionally allocate an amount to each tutor.

3. The amount budgeted should be additional to costs of Tutor Induction, Workplace Familiarization, etc. which are part of the cost of establishing and maintaining classes. It should exceed our usual budget for Tutor Meetings by the amount needed to fund the other activities on a permanent basis.

4. Tutors should be encouraged to expend their staff development in ways most suitable to them but in consultation with Project Co-ordinators or Adult Education Workers.

Finally, we should continue to plan Staff De[illegible]ent and Support as flexibly as possible in order to consolidate sound practices and to experiment with and share the outcomes of new practices. We need to plan to cope with continuing change and to influence the shape and direction that the changes take.

Rex Ennis, September 1990.

FORUM WORKSHOP REPORTS

It is worth noting here that the scope of the Forum and the recommendations arising from it go was beyond the scope of what CATALPA can achieve itself, given the current funding level and timespan.

The CATALPA Team organised the Forum to bring together key players from related fields to focus on a range of issues concerning training.

These suggestions and recommendations are presented here as a record of the scope of the workshop activities. They are a summary only. Some groups developed their recommendations quite significantly and their ideas are currently informing the work of CATALPA. They are not included here.

It should also be stated that the issues and recommendations do not necessarily represent the views of the CATALPA Team nor of all the Forum participants.

MODELS OF TRAINING

Introduction

The models of training workshop looked at training issues across the range of ABE provision, from initial training of volunteer tutors to tertiary courses. There was a concern to establish career progressions and pathways, to identify the core components of training at each level and to provide input into moves to establish national standards in teacher training. In addition, the group felt it was important to document and disseminate models of good practice in ABE teacher education, either in the form of case studies or frameworks for provision.

FOCUS ISSUES: MODELS OF TRAINING

- What is the underlying rationale of any training model?
- Is it driven by educational or social justice issues, or both?
- What are the implications of state differences for any model of training?
- What are the needs for national coordination, standard-setting?
- Who trains the trainers?
- Voluntarism or professionalization: What are the gains and losses?
- What are the needs/requirements of program users?
- What are the needs/requirements of providers?
- What gaps can we identify?
- What structures/mechanisms can fill them?

THE RECOMMENDATIONS FOR CATALPA MADE BY THE GROUP

1. Collate a National Register of Courses showing how courses integrate or could integrate.
2. Recommend what content should be appropriate for each level of training.
3. Identify what standards exemplify each level.
4. Recommend the content core: for example:

Understanding about

- Language learning processes
- Reading processes
- Writing processes
- What you need to know to succeed in reading various texts
- Strategies for reading difficult text
- Strategies for writing difficult text
- Strategies for spelling
- etc.

Understanding about, and strategies for helping, special groups of adult learners ie.

- Various cultural groups
- Various educational backgrounds
- Various experience in using English

Special teaching strategies and techniques eg.

- Varieties of language experience
- Shared reading with enlarged text
- Read aloud and taped reading
- Modelled writings
- Joint negotiation of text
- etc.

5. Coordinate money/funding initiatives and call for proposals.

6. Lobby for money for pre-service, in-service training opportunities. (particularly Distance Mode)

7. Seek funding to set up a pilot transition course.

8. Seek funds to undertake case studies of new initiatives.

9. Promote increased provision for 'train the trainers' courses.

10. Develop or promote the development of curriculum resource packages.

11. Publish case studies of different models in use. eg. the ACT funded Literacy Program Management curriculum and the DEET National Project "Training Teachers of Adult Literacy".

12. CATALPA take these issues, recommendations and questions and cluster.

ACCREDITATION

Introduction

Workers at different levels have different training needs. While every course offered does not need to be accredited there is, nevertheless, a need for accredited courses because:

- it is a way of giving recognition to the field;
- it is a way of legitimising adult literacy and numeracy as a part of mainstream education;
- it establishes ALBE as a proper field of intellectual endeavour;
- it contributes to addressing the industrial issue of the need for career paths for ALBE workers;
- workers want to improve their professional credibility;
- different employers make different demands for qualifications and training.

As noted by the Models of Training Workshop participants, accredited courses need to offer pathways e.g. an Associate Diploma can articulate into a degree course with credit given for work completed. Bachelor Degree courses open the way to Post Graduate study though Special Entry provisions may also be available.

It was noted that at present some states have greater resources of infrastructure and personnel than others. Part of the purpose of CATALPA is to help and support the development of training of quality and relevance in the "resource" poorer states without prescribing or imposing centralist views.

A further dimension to the accreditation issue is that of accreditation of ALBE courses offered. Implicit in this is the need to work with industry to develop national skills standards in order for workers to be able to demonstrate progress for movement from one band level to another.
State Accreditation Bodies will have the responsibility for accrediting training programs at all band levels to para-professional. Only those courses which have been accredited will be eligible for Commonwealth funding. The implication of this for the CATALPA brief is that accredited training may be necessary for:

- some Adult Literacy and Numeracy professionals;
- some related professionals such as Human Resources staff in industry.

Adult Literacy and Numeracy components in other subject/trade area courses will need to be accredited if they are to receive funding. While this is not within the CATALPA brief, the training of personnel to do this is.

The group spent a fair amount of time beginning to determine what a core curriculum might look like, because it seems unrealistic to talk about accreditation and levels without some sense of what the differences between levels could be. To this extent, the work of this group overlapped with both other groups, and these ideas are now being developed by the CATALPA Team.

FOCUS ISSUES: ACCREDITATION

- What is CATALPA's role in accreditation of courses?
- Is the ELICOS model appropriate for adult basic education?
- How can the criteria establishED for accreditation be made explicit so that collaborative development is possible? Who is controlling the accreditation agenda now?
- Competencies - who specifies, how to determine, how to value?
- Values: inputs or outcomes?
- Potential value of Graduate Certificate to teacher/employer.
- Whose accreditation - who pays - who values?
- Portability, articulation, credit transfer.
- Does everything/everybody have to be accredited?
- Need for accredited courses: What are the gaps?
- Differing demands from differing employers. How to deal with this?
- Collaborative involvement/developments of training opportunities.
- Industrial relations issues.
- Career paths.
- Can experience be accredited?

THE RECOMMENDATIONS FOR CATALPA MADE BY THE GROUP

- Promote the concept that accredited courses should be developed in collaboration with the field and that research should follow action and collaborative models.

- Develop a collaborative approach for establishing criteria for the employment of literacy teachers. Produce a disucssion paper.

- Undertake research to establish what values, assumptions and formal/informal statements already exist about what constitutes a competent ABE teacher. This is needed to identify what is considered to be "good" practice and by implication, "good" training. The results of this research, then, must inform any accreditation process.

- Host a Forum on the notion of **competence** in adult basic education.

- Map existing training from the perspective of values and assumptions about good practice which underpins the training.

- Develop a set of criteria against which to evaluate training programs.

- Clarify current usage of terminology, for accredited courses. Eg. what is the difference between a Graduate Certificate and a Graduate Diploma?

- Identify the training gaps.

ADULT LITERACY IN THE WORKPLACE

Introduction

The workplace workshop looked at a range of issues relevant to implementing adult literacy and basic education programs in the workplace. There was a concern that there could be tension between accepted practice in ABE and the requirements of the industrial stakeholders, be they employers, unions or employees.

In relation to this the group focussed on new or unfamiliar skills that workplace based teachers might need to possess. To this extent the question of multi-skilling teachers was raised. The issue of the confusion caused in the workplace by the inconsistent use of terminology by literacy workers was also discussed.

FOCUS ISSUES: WORKPLACE LITERACY PROGRAMS

- There are various functions involved in setting up workplace programs. Should these roles/functions of a program, be carried out by the teacher? (e.g. negotiating the establishment , implementing the program etc.).
- Are the skills needed by a workplace based ABE teacher qualitatively different from those of a college based teacher?
- What makes a "good" workplace teacher?
- Is there likely to be tension between accepted professional practice in adult literacy and the desire by systems to gain a share of the potential training market in this area?
- What kind of prior teaching experience and/or industry experience should workplace teachers have?
- What kind of in-service or professional development opportunities should exist for teachers who want to teach in industrial contexts?
- What is the relationship between literacy and numeracy in the workplace curriculum?

THE RECOMMENDATIONS FOR CATALPA MADE BY THE GROUP

- Publish a discussion paper on the use of terminology in Adult Literacy and Basic Education in Australia with a view to developing a consistent set of terms that cold be adopted nationally

- Develop a set of recommendations for consideration by state systems concerning principles for the delivery of literacy in the workplace

- Produce a discussion paper about literacy and numeracy and their relationship in the curriculum

- In close conjunction with systems already delivering workplace programs, seek funding for a pilot professional development project for teachers new to the workplace.

- Develop strong arguments for the need for appropriate training for workplace ABE practitioners encompassing fields such as:

  industrial relations
  award re-structuring
  occupational health and safety
  award conditions
  literacy and numeracy task analysis
  program evaluation

in addition to content based and pedagogical issues.

SUMMING UP - WHAT IS CATALPA'S ROLE ?

It was clear, at the final session of the Forum, that people saw a distinct role for CATALPA, especially in view of the need for coordinated action on many of the training issues that arose in the course of the workshops. On the other hand, it was clear that, given the current resources available to CATALPA, it cannot do everything asked of us. However the Forum was an essential consultative mechanism to assist in determining the priorities for CATALPA in 1991.

In a meeting following the workshop, the CATALPA team gathered together to establish which of the myriad potential tasks for CATALPA proposed at the Forum were possible and desirable at this stage.

Operating Principles

Functions

We established what we perceived as our functions, based upon the initial brief for the project outlined by the ILY Secretariat itself, combined with our perceptions after some months experience. These are:

1. Networking
2. Representing - advice
   - responding
3. Modelling
4. Documenting
5. Liaising
6. Fostering/facilitating/advising
7. Disseminating
8. Initiating

Our scope for these activities is national with a focus on training and staff development at all levels of training.

Axioms or shared assumptions of CATALPA team

Adult literacy exists as a profession with a distinct pedagogy.
Bottom up: CATALPA is consultative and responsive.
People need teacher training.
Gaps exist in coordination between providers of ABE.
Teacher training links with research and practice and curriculum development.
Differences are assumed. ie. we are representing a range of diverse groups and interests - there is not a common need and unitary response.
We are working in a context of increasing national controls.
We recognise the need for national coordination and consultation.
We need to make our assumptions explicit.

The role we serve is an ongoing one. (ie. will continue beyond the funded life ofthe CATALPA project.

At this meeting we also determined the criteria for evaluating our activities. We classified these under four headings:-

Visibility

Impact

Sustainability

Outputs/Outcomes *

This is probably not the place for a comprehensive list of indicators of sources under each of these headings, so what follows are a few examples:

Visibility
Requests for advice
Requests for publications
Citation rating
Extent/breadth of mailing list
Use of database

Impact
Representation on various advisory bodies
Ability to actively respond to requests for advice
Recognition from outside audit literacy field
Breadth of database

Sustainability
Continuation beyond 1991.
Ability to attract research grants.
Membership base.

Outputs/Outcomes
Database
(Research Handbook published)
Bulletin: four issues
(Growth of training opportunities)
Documentation of curriculum.
Consolidation of advice on various related issues.
Position Papers
Publications/Articles on CATALPA type concerns.

---

* Thanks to Dr Geoff Scott, UTS for this classification framework.

CATALPA Plans

Given the above parameters, we analysed the recommendations for CATALPA. Some were straightforward, natural developments that we had already placed on our agenda, such as establishing a membership system for CATALPA. Others were well outside our scope, for example, suggestions that we should ourselves be an accrediting body. Within the middle range we have identified a number of tasks which we plan to address.

Policy Framework

CATALPA, within the terms of its brief, is instructed "to make recommendations about policy development to the NCC for ILY and to the Minister for Employment, Education and Training". We see CATALPA as a key means of influencing policy in the areas of training and professional development for ABE practitioners and will provide position papers and submissions to relevant committees and inquiries (most notably at present in response to the Green Paper).

Documentation of courses and Curriculum Developments

Within UTS and La Trobe there are initiatives for the ongoing documentation of Adult Literacy/Basic Education courses. We should like to invite other institutions to submit documentation of their courses for publication by CATALPA, as is planned for the UTS and LTU courses, so that there is a body of information to guide those people who are involved in establishing such courses and to open up informed debate in the field. about curricula and training. This has implications for addressing the question of accreditation, for only when there is information available about the real nature of such training, can generalisations be made about the quality and quantity of training at all other levels.

Information on courses

In order to document existing courses, it is necessary to have current information about such training. At UTS we have compiled a small handbook with information about existing courses in tertiary institutions and hope to add to that information about other forms of training currently available. This will help us to become aware of the gaps in training.

Publications

In addition to our Bulletin, we hope to publish occasional papers. As indicated above, some of these will provide documentation of existing courses, but there are several other possibilities for discussion papers which could allow consensus views from the field to emerge. For example, one suggestion, arising from the Workplace Strand of the Forum, was that a standard national terminology be established. It was suggested that CATALPA might 'do' this, but we have no inclination or mandate to dictate on this

issue. We would, however, be glad to invite discussion papers that might lead to the evolution of a consensus, within the field, over terminology. We are well aware of the historic/geopolitical origins of such differences and seek, in line with our axiomatic acknowledgement of bottom-up decision-making, to initiate debate and disseminate solutions-but invite you to nut out the issues. We also plan to publish CATALPA submissions to Government Enquiries and initiatives.

Liaising

One of our roles is to liaise, on behalf of the field, with policy makers in a number of spheres. This is perhaps our most difficult role because, whatever the range of diversity within our field, it is important, as in any group that does have common interests, not to let our healthy tolerance of difference appear to outsiders as internal dissent.. Whilst we make every effort to respond to other organisations in ways that reflect, as accurately as possible the 'consensus' in the field, we should also like to encourage people who have a viewpoint to let us know so that we can incorporate them into our representations on behalf of the field.

Research

Following one of the Forum recommendations CATALPA has been instrumental in advising the Federal Government about the need for more research about what constitutes a competent Adult Basic Education practitioner. Evidence about assumptions and expectations needs to be systematically collated in order to inform progress on relevant curriculum and accreditation.

Awareness-raising

The Forum lunch provided an opportunity for participants to have a voice on training issues not covered in the Forum. Many concerns were raised such as Numeracy, Aboriginal literacy provision, the relationship between Adult ESL and literacy, etc.
CATALPA will incorporate these concerns in policy and curriculum advice and will encourage debate about these concerns through publications such as the Bulletin.

Finally, we would just like to reiterate that we were very encouraged to have such an enthusiastic response to our Forum and to feel so wanted! However, we also feel that we can only act effectively if we can be confident that we are acting from a position of being truly representative. We are all aware of the issues involved in Adult Literacy education in Australia and whilst we may perceive the issues differently we also appreciate the need to keep those issues on the national education agenda.

LIST OF PARTICIPANTS

Ms Laurinda Allen
32 Cove Street
BIRCHGROVE NSW 2041

Ms Linda Are
Adult Literacy/Numeracy
Adelaide College of TAFE
20 Light Square
ADELAIDE SA 5000

Ms Sue Beckinsale
State Adult Literacy Officer
Adult Literacy Information Service
PMB 3
SOUTH BRISBANE QLD 4101

Ms Jennie Bickmore-Brand
Faculty of Education
Curtin University of Technology
GPO Box U1 987
PERTH WA 6001

Mr Mark Brennan
School of Education
Charles Sturt University Riverina
PO Box 588
WAGGA WAGGA NSW 2650

Prof Trevor Cairney
School of Education
University of Western Sydney
PO Box 10
KINGSWOOD NSW 2750

Ms Narelle Callanan
Faculty of Adult Education
University of Technology
PO Box 123
BROADWAY NSW 2007

Ms Beverley Campbell
CATALPA
La Trobe University
School of Education
BUNDOORA VIC 3083

Ms Hermine Scheeres
Faculty of Adult Education
University of Technology
PO Box 123
BROADWAY NSW 2007

Mr Geoff Hawke
TAFE
Gozal Building
349 Bulwara Road
ULTIMO NSW 2007

Ms Julia Knight
ITAFE Access Centre
Northern Territory University
PO Box 40146
CASUARINA NT 0811

Ms Sue Lord
31 Albert Street
NEWTOWN NSW 2042

Ms Rosa McKenna
Division of Further Education
Adult Literacy and Basic Education
PO Box 4367
MELBOURNE VIC 3001

Ms Linda McLain
Adult Literacy Unit
Office of TAFE
3 Alvan Street
MT LAWLEY WA 6050

Mr Bert Morris
Division of Education
Griffith University
Mt Gravatt Campus
NATHAN QLD 4111

Ms Maria Norton
International Literacy Year Officer
Access Education Branch
PMB 3
SOUTH BRISBANE QLD 4101

Mr Peter O'Connor
Adult Literacy Information Office
199 Regent Street
REDFERN NSW 2016

Ms Marie Persson
120 Carlton Terrace
MANLY QLD 4179

Ms Adele Rice
Immigrant Education Services
Workers Compensation Building
Adelaide Street
BRISBANE QLD 4001

Ms Sue Hood
AMES
PO Box 1222
DARLINGHURST NSW 2010

Ms Judy Colman
AMES
PO Box 1222
DARLINGHURST NSW 2010

Ms Kerrie Edwards
Adult Education Centre
452 Elizabeth Street
NORTH HOBART TAS 7002

Mr Rex Ennis
Workplace Education
Council of Adult Education
56 Flinders Street
MELBOURNE VIC 3000

Mr Ian Falk
Cairns College of TAFE
PMB 1
CAIRNS QLD 4870

Mr Bill Winser
Faculty of Adult Education
University of Wollongong
PO Box 1144
WOLLONGONG NSW 2500

Margie John
40 Leonard Road
MORPHETT VALE SA 5162

Ms Jill Gillespie
The Adult Literacy Information Office
199 Regent St
REDFERN NSW 2016

Mr Keith Hall
Aboriginal Education Unit TAFE
Level 6, 323 Castlereagh Street
SYDNEY NSW 2000

Ms Sam Thomas
Board of Adult Education
189 Kent Street
SYDNEY NSW 2000

Ms Aileen Treloar
CATALPA
School of Education
La Trobe University
BUNDOORA VIC 3083

Ms Nancy Veal
6 Ligar Place
HOLDER ACT 2611

Ms Terri Ryan
Ballochmyle
NUMERALLA NSW 2630